

**Randolph Township Schools  
Randolph High School**

**Tomorrow's Leaders Curriculum**

*"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."*

-John Quincy Adams

**Option II**

**Curriculum Committee  
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**Curriculum Developed:  
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September 8, 2015**

# **Randolph Township Schools**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

# **Randolph Township Schools**

## **Introduction**

Tomorrow's Leaders is a full year course for the Randolph High School seniors who were selected to be part of the Tomorrow's Leaders (TL) Program. The TL Program is a school-based, primary intervention program to guide freshmen through the transition into high school, provide peer support, and work closely with RHS staff and peers on a variety of engaging projects and activities throughout the year. The course is designed to equip TL with the knowledge and skills to become effective leaders and role models in and out of the Freshman Seminar classroom. In its design, TL will work collaboratively with the students enrolled in the Freshman Seminar classes. The course will provide TL with a conceptual overview of team building, group dynamics, citizenship, history and function of leaders, experiential teaching, as well as, how to conduct interviews, and how to plan for transitioning as they face graduation and facilitate in selecting the following year's new TL. The following units guide the curriculum of the course: Building Relationships & Leadership Skills, Planning for Group Success, Leaders & Citizens of the 21st Century, Experiential Learning and Teaching, Interview Process, and Transitioning. Students will be aware of the enduring understandings under each theme as well as the corresponding essential questions, knowledge and skills.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Tomorrow's Leaders**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>4 weeks</b>	<b>I</b>	<b>Building Relationships &amp; Leadership Skills</b>
<b>4 weeks</b>	<b>II</b>	<b>Planning for Group Success</b>
<b>2 weeks</b>	<b>III</b>	<b>Digital Literacy in the 21<sup>st</sup> Century</b>
<b>8 weeks</b>	<b>IV</b>	<b>Experiential Learning</b>
<b>2 weeks</b>	<b>V</b>	<b>Leaders &amp; Citizens of the 21<sup>st</sup> Century</b>
<b>9 weeks</b>	<b>VI</b>	<b>Experiential Teaching</b>
<b>4 weeks</b>	<b>VII</b>	<b>Interview Process</b>
<b>3 weeks</b>	<b>VIII</b>	<b>Transitioning</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT I: Building Relationships & Leadership Skills**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
A “Tomorrow’s Leader” is a mentor, role model and school leader.	<ul style="list-style-type: none"> <li>Why do some people become leaders and some people become followers?</li> </ul>	
Learning to trust is essential to building positive relationships	<ul style="list-style-type: none"> <li>Why do people follow others?</li> </ul>	
Collaboration and teamwork enable groups to achieve common goals.	<ul style="list-style-type: none"> <li>How do relationships influence productivity?</li> </ul>	
KNOWLEDGE	SKILLS	CCCS
<p><b>Students will know:</b>  The qualities and characteristics make up a mentor, role model, and leader.</p> <p>Each individual has personal core values, strengths, interests and aptitudes.</p> <p>Effective group leadership requires specific skills.</p> <p>Author Sean Covey’s, <i>Seven Habits of Highly Effective Teens, Habit 1, Be Proactive, Take responsibility for your life.</i></p>	<p><b>Students will be able to:</b>  Compare and contrast the qualities and characteristics that successful mentors, role models and leaders possess.</p> <p>Recall the qualities and characteristics of peer leaders from the summer experiences.</p> <p>Identify personal core values, strengths, interests and aptitudes.</p> <p>Illustrate the learned skills in a group setting.</p> <p>Recognize another’s strengths and weaknesses for a successful relationship.</p> <p>Create self and partner paradigms and evaluate their effectiveness.</p>	<p>CRP1  CRP2  CRP9  CRP11  CRP12  SL.CCR.1  SL.CCR.2  SL.CCR.4  R.CCR.1  R.CCR.2  R.CCR.3  R.CCR.7  W.CCR.6</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**Unit I: Building Relationships & Leadership Skills**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks  1 Week	Self-Assessment	<i>PGC Advisor Handbook</i> <i>Interest Survey/ Profile (www.njcan.org, DOE website, teacher-generated survey)</i> <i>Learning Styles Inventory</i> <i>Personality Survey</i> <i>Skills Assessment</i> <i>Simulations from Career Moves by PCI- topics such as: hiring, personal beliefs/values</i> <i>This I Believe (Personal Philosophies Of Remarkable Men/Women)</i> <i>Poster Displays of Self</i>
1.5 Weeks	Team Building	<i>PGC Advisor Handbook</i> <i>Project Adventure Curriculum</i> <a href="http://www.mindtools.com/pages/article/newTMM_52.htm">http://www.mindtools.com/pages/article/newTMM_52.htm</a>
1.5 Weeks	Goal Setting	<i>Covey, S. 1998. The 7 Habits of Highly Effective Teens. Habit 1 – Be Proactive, Take responsibility for your life</i> <i>PGC Advisor Handbook</i> <i>Goal Planning Template – LRC</i> <i>SMART Goals</i> <i>Personal Portfolio (i.e. digital, hard copy)</i> <i>Portfolio rubric (i.e. connections, personal references, self-awareness assessment)</i> <a href="http://www.youtube.com/user/mrbsvideos1?feature=watch self-advocacy">http://www.youtube.com/user/mrbsvideos1?feature=watch self-advocacy</a>



		<a href="http://www.youtube.com/user/lmhollingshead?feature=watch">http://www.youtube.com/user/lmhollingshead?feature=watch</a> self-advocacy <i>“Help Kids Solve Their Conflicts”</i> <a href="http://youtube/XEFaxXQKUPo">http://youtube/XEFaxXQKUPo</a> <a href="http://www.youtube.com/user/mrbsvideos1?feature=watch">http://www.youtube.com/user/mrbsvideos1?feature=watch</a> <a href="http://www.youtube.com/user/lmhollingshead?feature=watch">http://www.youtube.com/user/lmhollingshead?feature=watch</a>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT II: Planning for Group Success**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Brainstorming activities enhance creative and innovative thinking.	• Where does creativity come from?	
Group leaders need to recognize and address group needs as they arise.	• How do leaders' decisions impact a group?	
The consideration of other cultures, languages and customs is important when working with diverse groups.	• How can group dynamics impact the role of a leader?	
KNOWLEDGE	SKILLS	CCCS
<p><b>Students will know:</b>  The steps in the problem solving process; define and analyze the problem, generate alternative solutions, evaluate and select an alternative, and implement and follow up on the solution.</p> <p>How to recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>Effective communication skills for problem solving.</p> <p>Author Sean Covey's, <i>Seven Habits of Highly Effective Teens, Habit 2, Begin with the End in Mind – Define your mission and goals in life.</i></p>	<p><b>Students will be able to:</b>  Construct &amp; implement a problem solving process for a problem they are facing.</p> <p>Apply mediation skills within a problematic group dynamic while working in Freshman Seminar and other freshmen classes.</p> <p>Brainstorm and implement solutions for potential problems arising within groups.</p> <p>Apply effective communication skills in the classroom.</p> <p>Create and share messages for different purposes and audiences with sensitivity to culture, language and customs.</p> <p>Generate a personal mission statement.</p> <p>Utilize homeroom, extended homeroom and unit lunch periods to communicate messages with all students.</p>	<p>CRP4  CRP5  CRP6  CRP8  W.CCR.4  W.CCR.5  W.CCR.6  W.CCR.7  SL.CCR.1  SL.CCR.2  SL.CCR.3  SL.CCR.4</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**Unit II: Planning for Group Success**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks  2 Weeks	Group Dynamics	<i>PGC Advisor Handbook</i> <i>Role playing</i> <a href="http://www.skillsyouneed.com/ips/problem-solving.html">www.skillsyouneed.com/ips/problem-solving.html</a> <a href="http://www.mindtools.com">www.mindtools.com</a> <a href="https://www.youtube.com/watch?v=V74AxCqOTvg">https://www.youtube.com/watch?v=V74AxCqOTvg</a> <a href="http://youthworkinit.com/working-with-youth-group-development">youthworkinit.com/working-with-youth-group-development</a> <i>How to create a personal portfolio</i> <a href="http://youtu.be/tdJGUR3GVi4">http://youtu.be/tdJGUR3GVi4</a> <a href="http://www.artofproblemsolving.com">www.artofproblemsolving.com</a>
2 Weeks	Personal & Global Awareness	<i>Covey, S. 1998. The 7 Habits of Highly Effective Teens.</i> <i>Habit 2 – Begin with the End in Mind</i> <a href="http://www.globalization101.org/">http://www.globalization101.org/</a> <a href="https://www.globalpolicy.org/globalization.html">https://www.globalpolicy.org/globalization.html</a> <a href="http://www.p21.org">http://www.p21.org</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT III: Digital Literacy in the 21<sup>st</sup> Century**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Technology can have positive and negative impacts on both users and those affected by their use.	<ul style="list-style-type: none"> <li>How does technology impact communication morally &amp; ethically?</li> </ul>	
There are rights, responsibilities and laws associated with constantly changing technology.	<ul style="list-style-type: none"> <li>How should individuals and organizations utilize technology, information and social media?</li> </ul>	
There are various personal and social components to a 21 <sup>st</sup> Century citizen.	<ul style="list-style-type: none"> <li>How do generational and technological changes/advancements impact what it means to be a 21<sup>st</sup> Century citizen?</li> </ul>	
KNOWLEDGE	SKILLS	CCCS
<p><b>Students will know:</b>  How to evaluate digital resources to determine their accuracy and reliability.</p> <p>How to adapt to the technological changes in our global society.</p> <p>The risks and benefits associated with of the use of technology.</p> <p>Author Sean Covey's, <i>Seven Habits of Highly Effective Teens, Habit 3, Put First Things First – Will &amp; Won't Power.</i></p>	<p><b>Students will be able to:</b>  Evaluate a digital resource to determine the level of accuracy and reliability.</p> <p>Discuss ways to adapt to changes.</p> <p>Examine ways change is instigated in society through social media.</p> <p>Critique the past, present and future of technology.</p> <p>Compare and contrast the benefits and risks associated with the use of technology.</p> <p>Analyze the personal and ethical implications of their actions in the digital world.</p> <p>Demonstrate the ability to say yes to important things (willpower) and no, to less important things &amp; peer pressure (won't power).</p>	<p>CRP1  CRP2  CRP7  8.1.12.A.3  8.1.12.A.4  8.1.12.C.1  8.1.12.B.3  8.1.12.D.2  8.1.12.D.3  8.1.12.D.4  8.1.12.D.5  8.1.12.E.1  8.1.12.E.2  8.1.12.F.1  2.1.12.E.2  2.2.12.A.1</p>

**Tomorrow's Leaders**  
**Unit III: Digital Literacy the 21<sup>st</sup> Century**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks  1 Week          1 Week	Changing Global Society          Benefits and Risks with Technology	<p><i>Covey, S. 1998. The 7 Habits of Highly Effective Teens.            Habit 3 – Put First Thing First            “The Interview”            Steve Jobs: <a href="https://www.youtube.com/watch?v=c-RPQ6eaDm4">https://www.youtube.com/watch?v=c-RPQ6eaDm4</a>  <a href="http://p21.org">http://p21.org</a></i></p> <p><i>Social Media  <a href="http://www.hreonline.com/HRE/view/story.jhtml?id=532777863">http://www.hreonline.com/HRE/view/story.jhtml?id=532777863</a>  <a href="http://www.businessweek.com/articles/2012-10-02/the-risks-and-rewards-of-personal-electronics-in-the-workplace">http://www.businessweek.com/articles/2012-10-02/the-risks-and-rewards-of-personal-electronics-in-the-workplace</a>  <a href="http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Online-Social-Networking-Dangers-and-Benefits-.html">http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Online-Social-Networking-Dangers-and-Benefits-.html</a></i></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT IV: Experiential Learning**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
True leaders understand the importance of establishing goals to help drive the success of their endeavors.		<ul style="list-style-type: none"> <li>How does one develop a plan to meet the needs of others?</li> </ul>	
Effective leaders are active listeners.		<ul style="list-style-type: none"> <li>Why is it important for leaders to exhibit effective communication skills?</li> </ul>	
Leaders make time for valuable reflection.		<ul style="list-style-type: none"> <li>Why is reflection important for growth?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>CCCS</b>	
<p><b>Students will know:</b>  The five stages of Service Learning; inventory and investigation, preparation and planning, action, reflections, and demonstration.</p> <p>How to develop a Service Learning project.</p> <p>How to follow complex and detailed instructions to complete a project and execute a performance task.</p> <p>How one's personal qualities influence life choices, personal accomplishments, and ability to establish goals.</p> <p>Setting goals requires a course of action and parameters, including timelines, necessary to attain the goal.</p>	<p><b>Students will be able to:</b>  Identify a target recipient/community.</p> <p>Produce a plan to address the needs of a target recipient.</p> <p>Distinguish 'needs' vs. 'wants' by identifying ways to improve quality of life for a target community.</p> <p>Identify and refine personal qualities as they relate to personal strengths, weaknesses, natural talents, likes and dislikes from a variety of resources.</p> <p>Combine qualities into the creation and collaboration of realistic goals.</p> <p>Implement project goals and objectives in collaboration with peers, community members and professionals.</p> <p>Build a goal plan to evaluate progress, recognize success, and modify as needed.</p> <p>Design specific, measurable, achievable, relevant, and time based (SMART) goals for life-long learning and success.</p>	CRP1 CRP4 CRP9 CRP11 9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 R.CCR.4,7,8,10 SL.CCCR.1-6 L.CCR.L.1-6 2.2.12.B.1 2.2.12.B.2	

<p>Reflection contributes to academic, professional and personal growth.</p> <p>Author Sean Covey's, <i>Seven Habits of Highly Effective Teens</i>, <i>Habit 5</i>, <i>Seek First to Understand, Then to be Understood</i>.</p>	<p>Generate a final product that exemplifies the goal they sought out to achieve.</p> <p>Measure their level of success by examining goals, actions and results.</p> <p>Identify and exhibit genuine vs. poor listening skills.</p>	
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT IV: Experiential Learning**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Planning	<i>Goal Planning Template – LRC</i> <i>SMART Goals</i> <i>Personal Portfolio (i.e. digital, hard copy)</i> <i>PGC Advisor Handbook</i> <a href="http://www.civilrights.org/census/outreach/community-event.html">http://www.civilrights.org/census/outreach/community-event.html</a> <a href="http://www.psrc.org/growth/hip/alltools/educ-outreach/">http://www.psrc.org/growth/hip/alltools/educ-outreach/</a> <a href="http://www.civilrights.org/census/outreach/community-event.html">http://www.civilrights.org/census/outreach/community-event.html</a>
3 Weeks		
4 Weeks	Implementation	<i>PGC Advisor Handbook</i> <a href="http://www.civilrights.org/census/outreach/community-event.html">http://www.civilrights.org/census/outreach/community-event.html</a> <i>Sparks, D. 2010. Leadership 180: Daily Meditations on School Leadership.</i> <i>Covey, S. 1998. The 7 Habits of Highly Effective Teens.</i> <a href="http://education.cu-portland.edu/blog/educator-tips/3-innovative-methods-of-teaching-for-high-school-educators/">http://education.cu-portland.edu/blog/educator-tips/3-innovative-methods-of-teaching-for-high-school-educators/</a>
1 Week	Reflection	<i>Sparks, D. 2010. Leadership 180: Daily Meditations on School Leadership.</i> <i>Covey, S. 1998. The 7 Habits of Highly Effective Teens.</i> <i>Habit 5 – Seek First to Understand, Then to be Understood</i>



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT V: Leaders & Citizens of the 21<sup>st</sup> Century**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
In the 21 <sup>st</sup> Century, learning happens anywhere and at any time.		<ul style="list-style-type: none"> <li>What does it mean to be college and career ready?</li> </ul>	
The ability to identify, explore, and contribute to solving challenges takes initiative.		<ul style="list-style-type: none"> <li>What inspires individuals and organizations to generate new ideas and how do these ideas impact others?</li> </ul>	
The global awareness of other cultures, languages, and nations is a civic asset.		<ul style="list-style-type: none"> <li>What ways can interaction between diverse individuals impact all parties?</li> </ul>	
<b>KNOWLEDGE</b>		<b>SKILLS</b>	<b>CCCS</b>
<b>Students will know:</b> The definition of a 21 <sup>st</sup> Century citizen.  Decision-making is a skill that can be developed.   The social media rules and laws on local, state, and RHS level.   How to represent themselves clearly and effectively as a leader in an academic, professional, and personal environment or situation.   Author Sean Covey's, <i>Seven Habits of Highly Effective Teens</i> , Habit 4, <i>Think Win-Win</i> , the belief that everyone can win.		<b>Students will be able to:</b> Define what makes up a 21 <sup>st</sup> Century citizen.  Compare and contrast personal strengths and weaknesses as they relate to success in school and the workplace.  Formulate a list of skills and techniques that can be used to aid in making appropriate decisions.  Identify the rules and law associated with social media.  Demonstrate ways to use social media to enhance personal growth and future goals.  Explain how conduct can affect future endeavors.  Analyze the personal and ethical implication of their actions in the digital world.  Understand personal success and attribute to the success of others.	CRP5 CRP10 CPR12 9.2.12.C.1 9.2.12.C.3 9.2.12.C.4 9.2.12.C.7 9.2.12.C.9

**Tomorrow's Leaders**  
**Unit V: Leaders & Citizens of the 21<sup>st</sup> Century**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p>2 Weeks</p> <p>2 Weeks</p>	<p>Effective Leadership</p>	<p><i>PGC Advisor Handbook</i>  <i>Sparks, D. 2010. Leadership 180: Daily Meditations on School Leadership.</i>  <i>Covey, S. 1989. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change.</i>  <i>Covey, S. 1998. The 7 Habits of Highly Effective Teens, Habit 4</i>  <i>Think Win-Win</i>  <a href="http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html">http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html</a>  <i>Personal Portfolio (i.e. digital, hard copy)</i>  <i>Portfolio rubric (i.e. connections, personal references, self-awareness assessment)</i>  <a href="http://www.p21.org">http://www.p21.org</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT VI: Experiential Teaching**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
Leaders allow the needs of others to influence their teaching.		<ul style="list-style-type: none"> <li>Why is it important for leaders to be flexible?</li> </ul>	
Effective teachers are essentially performers and experts in their outreach to students.		<ul style="list-style-type: none"> <li>How does performance change outcome?</li> </ul>	
Reflection can guide your teaching.		<ul style="list-style-type: none"> <li>How does one use reflection to impact learning?</li> </ul>	
<b>KNOWLEDGE</b>		<b>SKILLS</b>	<b>CCCS</b>
<b>Students will know:</b> Planning ahead is essential for the successful facilitation of an outreach.   An experiential teacher provides useful outreach services.   Thoughtful reflection on our sessions will help us to explore our successes and challenges.   Author Sean Covey's, <i>Seven Habits of Highly Effective Teens</i> , Habit 6, <i>Synergize</i> .		<b>Students will be able to:</b> Define responsibilities and roles of co-leaders for the Freshman Seminar outreach project.  Locate and collect materials/resources needed to support the Freshman Seminar lessons.  Use content knowledge and instructional skills to construct Freshman Seminar lessons.  Facilitate lessons with freshman students.  Analyze research used to improve professional knowledge and skills used in learning environments.  Apply research-based knowledge while working with Freshman Seminar and other freshman classes.  Use synergy to identify and solve problems.	CRP4 CRP7 CRP8 CRP9 SL.CCR.1 SL.CCR.2 SL.CCR.5 SL.CCR.6

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**

## Unit VI: Experiential Teaching

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks  3 Weeks	Planning	<i>Goal Planning Template – LRC</i> <i>SMART Goals</i> <i>Personal Portfolio (i.e. digital, hard copy)</i> <i>PGC Advisor Handbook</i> <a href="http://www.civilrights.org/census/outreach/community-event.html">http://www.civilrights.org/census/outreach/community-event.html</a> <a href="http://www.civilrights.org/census/outreach/community-event.html">http://www.civilrights.org/census/outreach/community-event.html</a> <a href="https://s3.amazonaws.com/assets.enrollamerica.org/wp-content/uploads/2013/12/Enroll-America-Factsheet-HowToOutreachWorkPlan.pdf">https://s3.amazonaws.com/assets.enrollamerica.org/wp-content/uploads/2013/12/Enroll-America-Factsheet-HowToOutreachWorkPlan.pdf</a> <a href="http://www.psrc.org/growth/hip/alltools/educ-outreach/">http://www.psrc.org/growth/hip/alltools/educ-outreach/</a> <a href="http://www.civilrights.org/census/outreach/community-event.html">http://www.civilrights.org/census/outreach/community-event.html</a>
4 Weeks	Implementation	<i>PGC Advisor Handbook</i> <a href="http://www.civilrights.org/census/outreach/community-event.html">http://www.civilrights.org/census/outreach/community-event.html</a> <i>Sparks, D. 2010. Leadership 180: Daily Meditations on School Leadership.</i> <i>Covey, S. 1998. The 7 Habits of Highly Effective Teens, Habit 6.</i> <a href="http://education.cu-portland.edu/blog/educator-tips/3-innovative-methods-of-teaching-for-high-school-educators/">http://education.cu-portland.edu/blog/educator-tips/3-innovative-methods-of-teaching-for-high-school-educators/</a> <a href="http://learnweb.harvard.edu/alps/home/index.cfm">http://learnweb.harvard.edu/alps/home/index.cfm</a> <a href="http://www.scholastic.com/teachers/article/engaging-students-keep-them-edge-their-seats">http://www.scholastic.com/teachers/article/engaging-students-keep-them-edge-their-seats</a>
2 Weeks	Reflection	<i>Sparks, D. 2010. Leadership 180: Daily Meditations on School Leadership.</i> <i>Covey, S. 1998. The 7 Habits of Highly Effective Teens.</i>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT VII: Interview Process**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
The ability to sell your program will insure its growth.	<ul style="list-style-type: none"> <li>Why is it important to recruit?</li> <li>How does one sell a program?</li> </ul>	
Proper planning and structuring the interview is necessary to obtain the information you need to evaluate a candidate and make a selection decision.	<ul style="list-style-type: none"> <li>What is the value of interviewing?</li> </ul>	
Conducting yourself as a professional in important situations will yield the results you seek.	<ul style="list-style-type: none"> <li>What is professionalism?</li> </ul>	
KNOWLEDGE	SKILLS	CCCS
<p><b>Students will know:</b>  The importance of selling their program.</p> <p>The essential skills needed in a Tomorrow's Leader candidate.</p> <p>The components of the Tomorrow's Leaders selection process.</p>	<p><b>Students will be able to:</b>  Explain the program's strengths, accomplishments and vision.</p> <p>Create advertisements around the school for the purpose of recruiting (Morning announcements, word of mouth and flyers).</p> <p>Outline a list of essential skills.</p> <p>Identify the essential skills during the interview process.</p> <p>Prepare a written application designed to highlight these skills.</p> <p>Formulate questions for the group interview.</p> <p>Evaluate a written application.</p> <p>Recognize and list specific qualities pertaining to leadership in the candidate during the group interview.</p> <p>Justify recommendation for selection.</p>	CRP1 CRP4 CRP9 CRP12 9.3.12.C.21 9.3.12.C.24 2.2.12.C.1 R.CCR.7 R.CCR.8 W.CCR.9 W.CCR.10 SL.CCR.1 SL.CCR.3 SL.CCR.4

**Tomorrow's Leaders**  
**Unit VII: Interview Process**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
4 Weeks		
1 Week	Prepare for an Interview	<a href="http://www.skillsyouneed.com/ips/problem-solving.html">www.skillsyouneed.com/ips/problem-solving.html</a> <a href="http://smallbusiness.chron.com/run-interview-32151.html">http://smallbusiness.chron.com/run-interview-32151.html</a> <i>This I Believe (Personal Philosophies Of Remarkable Men/Women)</i> <i>Goal Planning Template – LRC</i> <i>SMART Goals</i> <i>Personal Electronic Portfolio</i> <a href="http://www.careerbuilder.com/jobposter/small-business/article.aspx?articleid=atl_0082interviewquestions">http://www.careerbuilder.com/jobposter/small-business/article.aspx?articleid=atl_0082interviewquestions</a> <a href="https://www.youtube.com/watch?v=UUZ7DdFm6pc">https://www.youtube.com/watch?v=UUZ7DdFm6pc</a> <a href="https://www.youtube.com/watch?v=4eOynrI2eTM">https://www.youtube.com/watch?v=4eOynrI2eTM</a>
2 Weeks	Interview	<a href="http://www.worksmart.ca.gov/tips_interview.html">http://www.worksmart.ca.gov/tips_interview.html</a> <a href="http://employmentguide.com">employmentguide.com</a> <a href="https://www.youtube.com/watch?v=VFTNOF77bMs">https://www.youtube.com/watch?v=VFTNOF77bMs</a> <a href="https://www.youtube.com/watch?v=KFeGt_yHd1k">https://www.youtube.com/watch?v=KFeGt_yHd1k</a> <a href="https://www.youtube.com/watch?v=U-pAqX_PBxY">https://www.youtube.com/watch?v=U-pAqX_PBxY</a> <i>Interview Question Packet</i>
1 Weeks	Selection Process	<i>PGC Advisor Handbook</i> <a href="http://managementstudyguide.com/employee-selection-process.htm">http://managementstudyguide.com/employee-selection-process.htm</a> <a href="http://humanresources.about.com/od/selectemployees/">http://humanresources.about.com/od/selectemployees/</a> <a href="http://www.scontrino-powell.com/2012/the-most-effective-to-employee-selection-methods/">http://www.scontrino-powell.com/2012/the-most-effective-to-employee-selection-methods/</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**UNIT VIII: Transitioning**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Transitioning and moving forward is essential to life.	<ul style="list-style-type: none"> <li>How does one find personal balance to be successful?</li> </ul>	
KNOWLEDGE	SKILLS	CCCS
<p><b>Students will know:</b>  How to organize a ceremony or event designed for a specific purpose.</p> <p>Work collaboratively for a common goal.</p> <p>How to recognize and express mixed feelings about transitioning.</p> <p>Author Sean Covey's, <i>Seven Habits of Highly Effective Teens</i>, Habit 7, <i>Sharpen the Saw</i>, It's "Me" Time.</p>	<p><b>Students will be able to:</b>  Formulate the theme for the ceremony (for example: ice cream social, delayed openings, freshman orientation).</p> <p>Create an outline of the ceremony.</p> <p>Identify roles, responsibilities and materials needed for a successful ceremony or event.</p> <p>Compare and contrast feelings about endings and transitioning.</p> <p>Express their feelings in their individual ways.</p> <p>Evaluate and reevaluate personal health.</p>	<p>CRP3  CRP6  CRP10  W.CCR.7  W.CCR.8  W.CCR.9  SL.CCR.1  SL.CCR.3  SL.CCR.4</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Tomorrow's Leaders**  
**Unit VIII: Transitioning**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<p>2 Weeks</p> <p>2 Weeks</p>	<p>Passing the Torch Ceremony</p>	<p><i>This I Believe (Personal Philosophies Of Remarkable Men/Women)</i>  <a href="http://www.wikihow.com/Express-Your-Feelings">http://www.wikihow.com/Express-Your-Feelings</a>  <a href="http://psychcentral.com/lib/10-reasons-you-cant-say-how-you-feel/0002167">http://psychcentral.com/lib/10-reasons-you-cant-say-how-you-feel/0002167</a>  <a href="http://tinybuddha.com/blog/4-steps-to-address-how-you-really-feel/">http://tinybuddha.com/blog/4-steps-to-address-how-you-really-feel/</a>  <i>Goal Planning Template – LRC</i>  <i>SMART Goals</i>  <i>Personal Portfolio (i.e. digital, hard copy)</i>  <i>Portfolio rubric (i.e. connections, personal references, self-awareness assessment)</i>  <i>Covey, S. 1998. The 7 Habits of Highly Effective Teens, Habit 7.</i></p>